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## ABSTRACT

Rural administrators play a key role in encouraging change within schools and in integrating a career education program into the existing curriculum. The guide covers innovation and its relationship to education's goal and objective; factors affecting educational change within the school, community, and administration; and the community's role in the educational change process. The implementation of an integrated career education program is described in terms of the administrative plan, curriculum development, instructional development teams, pupil personnel services, school organizations and activities program, placement services, staff development, community involvement, advisory committees, and evaluation. Three levels of career education programs are discussed: the elementary school program which should be developmental; the junior high school program which is basically explorative; and the senior high school program which provides opportunities for investigating careers in depth. Key considerations in making a cooperative vocational education program operational are suggested. Four types of community-based experiences in career education are also described: interviews, shadowing (when a student spends a day with a worker at work), field trips, and resource speakers. For the most part, these activities involve the teacher, a single student, a group of students, or the entire class, parents, and the community. (NQ)

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## CHAPTER I

### THE ADMINISTRATOR'S ROLE IN THE EDUCATIONAL CHANGE PROCESS

#### Introduction

A dilemma exists concerning public education's role in bringing about change within our social system. Should schools reflect the philosophies of the majority within a community, state or the nation, or should they be instruments to bring about change within the system or even in changing the structure of the system itself? In the past, the role of the public schools has generally been merely the reflection of the majority within its community whether this reflection was religion, politics or whatever. This view was accepted by both educators and the public alike.

Changes seem to be taking place not only among educators but also within the public. Rarely does anyone go so far as seeing the schools taking the role of changing the social structure, but they do see the schools taking the vital function of leadership, thus, bringing about important social changes within the existing social system. In the past, this function was the prerogative of higher education, but now it is starting to seep into the secondary and elementary level of our public educational systems.

Certain conservative elements see this as a cause of great concern while most progressive groups applaud this change in direction. This is not a rapid overnight change but it is slowly beginning to permeate throughout most of the system. Such a change in role definition, in itself, is neither good nor bad, because the school may be an extremely powerful force in bringing about desirable as well as undesirable change.

In redefining this role it will be important that the schools restructure their systems for obtaining information used in decision making. John I.

Goodlad (1973) advocates, in order to satisfy the different realms of decision making which will become a part of the role of the schools, that differing data sources must be brought into play for finding new solutions to problems. He suggests that educational institutions tend to draw their data from the safety of conventional wisdom, that schools are conservatively oriented, and that most controversial and potent thrusts of innovations are blunted.

Education has been generally conservative and slow to change when compared to other disciplines. McMurrin (1969) indicates this is due to the natural conservativeness of social institutions of this nature. Rogers and Shoemaker (1971) indicate that this has been changing recently due to the fact that society, in general, is more open to change and that resources are now available (still on a somewhat limited scale) to encourage change and innovation in education. They pointed this out by the increase in the adoption of three educational innovations: (1) Kindergarten, (2) Driver training and (3) Modern math in three different periods of time. This decrease in the time to accept education innovations may illustrate that society is more willing to accept change and that the schools are merely reflecting major society.

There are some indications that rapid acceptance of change may not always lead to lasting and desired change. There is little empirical evidence, however, to substantiate this in education. In an example used by Roger and Shoemaker (1971), even though kindergartens were slow to be accepted, once initiated they generally have for the most part lasted as an integral part of the school system. A great many teachers, parents and schools are not satisfied with the new mathematics and are reverting to the more traditional methods. This may be due to the fact that adequate in-service instruction was not provided for the teachers, thus, creating frustration.

### Innovation and Its Relationship to the Goal and Objective of Education

There is an unending controversy regarding the goals and objectives of the educational system. Extremists in either direction can be found in almost any program within the schools. There are advocates of only the "3R's" and advocates of the completely "humanistic" program. Some would have the schools rigidly structured with no input by students, while others stress the only way a person learns is with complete freedom to choose not only the way in which he learns what he learns, but also whether or not he needs to learn at all. A complete range of opinions is found among educators and lay citizens in the community. Generally, a larger percentage of the educators rather than other citizens would favor more progressive goals of learning, but this varies from group to group. Those persons favoring the more progressive goals are usually better educated and upper middle class Americans; however, there is such a wide variation that generalizations, here, may even be dangerous.

Such controversy over the purposes of the educational system are healthy. Without differences of opinion our schools would become stagnant and fail to meet the needs of our ever-changing society. It would also lead to control by a very few who would be able to indoctrinate the youth to their philosophies and, thus, in a generation have one basic philosophy in complete control of the social system.

The American society is at a point in time when extremely important decisions concerning the future and direction of education must be made. Sterling M. McMurrin (1969) in Schools and the Challenge of Innovation, stated, "But if many of these decisions are to be made in the future - the very near future - at least one major decision must be made now. It is the decision on whether to cling to the established educational habits and customs and thereby perpetuate

the past or seize the opportunities of the present to break through those habits and customs and move in new directions."

In any discussions of purposes and goals of education it is important to know briefly what is involved. The purposes refer to (1) the individual, (2) the society and (3) the cultures. The goals are usually found in either the (1) cognitive nature, or (2) affective domains (McMurrin, 1969).

In America the individual is the focus of our culture and society. An opportunity is provided for individual achievement. Education is generally thought of as one of the most appropriate ways for achievement by the individual. The school should produce an individual that is not only self-sufficient economically in the society but also one that, as a result of his education, can find self-satisfaction in his pursuits.

Our educational system should perpetuate a society which is generally free in order that the individual may progress and attain his goals. It should also perpetuate the culture and heritage of its people.

The schools are concerned primarily with two major types of learning, the cognitive and the affective. The cognitive domain usually involves the skills of achievement and the ability to communicate for the individual. It involves both sensory knowledge and abstract thought. The affective is concerned with the feelings and attitudes an individual forms both about himself and about his fellow being. Gunsberg (1973), in a lecture presented at Ohio State University, indicated that, except for an athletic activity, American schools have concentrated almost exclusively on the development of cognitive skills, and that they are behind in their efforts to identify, train or reward young people with potential for superior performance in non-academic, non-athletic pursuits.

In order for the educational reformer to be successful, he must not be so drastically different that society will not listen to him and fail to accept

his viewpoints. Brenner (1973) suggests that, in order to survive in educational and political change, it is necessary to have what may be thought of as a map of the territory, together with some notion of the desirable direction and available paths. The reformer should also be aware of the practicality and applicability of reforms he advocates. Most of the present literature does not reflect this concern. In a review of the literature on training and change, Maurice Oliver (1971) indicates that it contained little that was reliable and dependable for use by the practicing school administrator in the tasks of administering for change. It is extremely important that those persons advocating educational change have clearly in mind the goal of society before attempting to initiate change in the schools. It should also be kept in mind that change for just the sake of change should be avoided at all cost. Only those changes which have been carefully studied and that will help meet the purposes and objectives of the educational systems should be undertaken.

#### Factors Affecting Educational Change

There are a number of variables which will affect the type and amount of change which will occur in our public educational systems. Such forces can be found both inside and outside of the formal structure. Those from within will be discussed first.

Within the School. School districts in America differ greatly and an exception can be found to any generalized discussion concerning them. They range from large urban and suburban school districts with thousands of students and numerous schools to extremely isolated one room schools with few students. Many of the same forces which affect acceptance or rejection of change act within each district.

First, one must look at the system and those people which make up the system in predicting acceptability of change. Persons with larger amounts of education and higher socio-economic levels are generally more willing to accept change than those with lower levels of education and socio-economic status. Resources available to the district are extremely important. Those districts having difficulty meeting payrolls and obtaining adequate supplies and equipment are not likely to be innovative while those districts with ample resources and supplies will be more willing to initiate change. This is evident among the states. Those states providing more resources for the schools are more likely to have schools with changing, dynamic programs. With some of the more recent court rulings concerning equalization of educational resources within a state we will probably see more equalization of innovativeness among schools. There is a danger of bringing the more resourceful districts down to the average and thus destroying their ability to innovate. It is hoped that new state funding formulas will reward the district that is willing to try new ideas. In the past, the urban and suburban districts have been able to pay higher salaries and, thus, attract the more innovative type of administrator and teacher. Usually, those with higher levels of education left the rural areas. Hopefully, any new funding formulas, brought about as a result of the court rulings, will make special allowances for necessary small schools in order to alleviate this discrepancy.

O'Fallen, Doak and Dale (1973) found that small schools have been slow to respond to changing societal needs because (1) of their isolation, geographical and otherwise; (2) their smallness leaves little flexibility to innovate and explore; (3) staffing patterns are aimed at recruitment from within the community; and (4) information and communication are focused on local rather than cosmopolitan sources.

The lack of knowledge and skills of individuals within a system many times acts as a deterrent to change. In his writings on educational programs in developing countries, H. S. Bhala (1973) indicated that the general lack of knowledge among practitioners and educators concerning the how and why of organizational behavior, if the result of a lack of sensitivity on the part of the administrators and planners to the organizational aspects of technical assistance, will slow down planned change.

The school administrators play a big role in encouraging change within schools. If they are open and reward those teachers who properly plan and initiate change, change is more likely to occur. If change is discouraged, the innovative teacher will either leave the system or become more like the traditional teacher in order to survive within the system. The community often looks to the administrator for leadership in bringing about change. Robert H. Anderson (1973) when discussing "Open Education" and the principal's role made the following statement: "Public receptivity to open education as a specific example of school reform has sometimes been less than enthusiastic, for this reason, the would-be progressive school principal faces a challenging task of inquiry, information, persuasion and affirmative action.---It follows then that unless principals do commit themselves to the cause of open education, that cause may not flourish. Leadership in planning, provisioning, and more imaginative exploitation of the school's physical environment is one of the important contributions a principal can make."

As was mentioned earlier the key to acceptance or rejection of an innovation is the individual. Individuals have been divided into five categories, based upon their willingness to accept change. These adopter categories are (1) innovators, (2) early adopters, (3) early majority, (4) late majority and

(5) laggards. School administrators could also be classified in the same categories depending upon their willingness to accept change.

It should be stressed that social organizations, such as schools, are made up of many individuals and that for innovations to be totally accepted group decisions must be made. Professional educators are not always willing to accept the decision of authority, and they want to be a part of the decision making process at all stages. Many innovations in schools require a group commitment and will not survive if not accepted by all. In such an organization, acceptance of change is more complicated and the process itself needs to be carefully planned.

Within the Community. The community in this sense may include the local school area, district, state, or larger geographic area such as the nation. There is a movement in education today with many groups and local communities demanding more local control of their schools and yet desiring more resources from the state and national sources. As more monies come from away from the local community for support of the schools, with it will come a type of control which may influence the changes which take place within the local school.

The community characteristics which influence change are closely related to characteristics of individuals which influence change. Thus, communities with higher levels of education and socio-economic status will be more likely to accept change. Communities that are more cosmopolitan in nature will be more willing to accept innovation within the schools. Communities with these characteristics will not only be more willing to accept such change but will demand that improvements be made and that the schools be a dynamic force in the social structure.

Extremes of social unrest within a community may, in some cases, act as a deterrent to change. When school administrators are found to have locked

gates at the schools and police in the halls to protect the students, staff and property. it is extremely difficult to have a viable educational program. It is important that there be dialogue between the community and school personnel and in some cases there may be confrontation. This confrontation should not be destructive in nature but that which can be solved at the negotiating table or the polling place during school board elections.

Generally, in the past, school board members have represented the power structure in the community or special interest groups. Such persons were content to maintain the status quo in the schools. State legislatures often represent the same groups of people. If others, in the various communities, want more of a voice in what happens in the schools they must work within the system and have representation on both local and state legislatures and policy making bodies. This change is beginning to take place in some communities, making the schools more susceptible to changes desired by the majority of people living within the school district. This may not always be advantageous for the schools. A great many school districts in retirement communities are in serious financial trouble and unable to provide adequate educational programs due to the conservative nature of the constituents.

Administration. If the teachers in an organization fail to see the need for change or do not have the ability to initiate and carry out change then there is little likelihood change will take place. This is true at all levels of administration, from the superintendent and his staff at the central office down to the principal at the individual school or building level. Their approval is needed for much progress to take place. The mere fact that an administrator does not encourage innovation indicates that he endorses the traditional program already in existence. Inactivity may be as detrimental to change as a strong stand against change itself. The administrator may either

introduce change himself or act as a facilitator in the encouragement of teachers or students in such an introduction.

The present day role of the school administrator is being seriously questioned by many groups and individuals at this time. Teachers often see administrators as too far removed from the instruction and concerned primarily with "efficient management." Many times the goals of management may differ from those of the teacher or student in the class room. Quite often the main concern of the administrator may be that of someone who doesn't "rock the boat." He may view the teacher who is trying to develop a more progressive education program as a trouble maker. It should be said, in the administrators' defense, that not all of them fit such a mold. Enough do, however, to cause some serious concerns in the minds of many about what should be the true role of the school administrator and, in some cases, if the administrators should even continue to exist.

In an attempt to establish a hierarchical order of purpose for the elementary school principal, Gallo (1973) proposes the following: (1) clinical supervision for the improvement of instruction, (2) professional dialogue with staff in the planning of curriculum and the implementation of curriculum programs, and (3) management function. Because these functions are not performed in the above order and often the management function is given highest priority, many people are beginning to advocate the abolishment of the building principal.

All too often the administrative role is that of gatekeeper and the gate has been closed to desired changes in education. Change will occur only when the administrator perceives a need for change and sees himself as having the power to bring about the change. (Reynolds, 1967)

The administration and teachers need to work together as a team if desired educational change is to take place. Each must have input into such change at all stages of its development, at the conceptual, planning, as well as initiation, and implementation phases.

Role of the Community. We are in the midst of an extremely serious controversy today concerning the role of the community in our public schools. There is little indication that the problems will soon be solved. There is, on one side, those who say that the schools belong to the community and that the students are products of the local communities. On the other side, there are those who declare the purpose of the school is to bring about change and the professional educators should have the ultimate and final voice as to what takes place in the school and curriculum. This controversy has even caused bloodshed and violence in some communities. A major problem often involves material found in textbooks over which the local educators or citizens have little or no control. Forces on a large and often even national scale are having more and more effect on what goes on in the individual classroom. Parents and other citizens are becoming concerned and demanding more of a voice in what takes place in the schools.

Traditionally, it has been thought that the local school boards represented the local citizens of a particular community. This organization supposedly developed the policy, and the responsibility of the administrator and other educators was to carry out this policy. There are two major problems with this: (1) The school boards are generally non-paid persons with full time employment elsewhere and rely very heavily on the professional educators for not only input into policy but also the development of the policy itself and (2) the boards are usually representations of the power

structure or pressure groups and do not adequately represent the citizens of the community.

The first problem has led to a gradual wasting away of the board's influence. It is often an impossibility for a single lay board to collect all the information, analyze it, and make policy decisions concerning the operation of many of our immense educational organizations. They often rely on the educators to do much of the information collection and analysis for them. Without intentionally meaning to do so the bias of the professional educator tends to dominate. This does not mean that school boards should become involved in operational decisions but is included merely to point out the problems which now exist in many situations. Some communities have additional advisory committees to advise the board. Their advisory committee can greatly alleviate the information gathering and analysis work of the board and free them for policy determination. Generally, such citizen committees are appointed for a special project and released when their work is completed. Probably the greatest outcome is that such a program involves more citizens in the schools, and citizens, by becoming involved, have a much greater understanding of the problems.

The second problem of inadequate representation of the citizens may not be as easy to solve. But the involvement of more citizens may tend to get them interested and thus run for the school board. A publication of the ERIC Clearinghouse for Rural Education and Small School (ERIC/CRESS, 1974) describes this unequal representation: "about 100,000 Americans serve on school boards,---They have many occupations---dentists, lawyers, housewives, merchants, farmers, professors, managers and laborers. About 4% are manual workers; the professions and businesses contribute about 65%. Men outnumber

women by a ratio of 9 to 1.----In some states a person under 21 years of age cannot legally serve on a school board." There are indications in this statement of not only imbalance by occupation but discrimination by sex and age as well. In many places ethnic discrimination can also be found but this seems to be changing more rapidly than some of the other aspects.

If the schools are to provide services and make changes in order to keep the confidence of the citizens in the community, new ways must be found to involve a more representative group of citizens in the decisions and operations of the individual school systems.

In addition to the advisory committee there are many other tasks the schools could take. It is rare when the educators in the schools examine carefully their communication systems to determine their effectiveness. This should be a first priority. Another would be to take the classrooms to the community. It is often stated by some land grant institutions that the entire state is their campus. This should be true of all schools. Excellent learning can take place in real life situations in the community. There are numerous individuals that could aid the teacher in the instructional programs and would be glad to do so. Involvement of the community in the school programs will lead to much greater support when educational change is contemplated. An excellent example of this is the change of vocational agriculture from strictly production orientated to a much larger scope including agriculture as a business and horticulture. The majority of local vocational agriculture departments have local advisory committees who quickly saw this as meeting the needs of many more people and paved the way for the change within the school and community. Often the resistance to change was found within the ranks of the educators, but the community demands were great enough to bring it about. Thus,

an educational program which many thought was dying a few years back is now viable and meeting the needs of hundreds of thousands of youths and adults in the nation.

The educator has the responsibility for helping the lay citizen develop the ability to have more input into the schools. At this time many educators view this as a threat not as an aid. More and more groups of people, especially among minorities, are demanding this participation. Without proper training, it could become a complete failure. The educational administrator should welcome the assistance and do everything within his power to see that the lay people are successful in this venture.

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CHAPTER II  
ADMINISTRATOR'S GUIDE  
FOR THE IMPLEMENTATION OF CAREER EDUCATION PROGRAMS  
IN RURAL SCHOOLS

The purposes of career education are to orient students to the world of work, to enable them to make realistic occupational choices, and to prepare them for employment or for advancement in their chosen occupations. Such preparation requires competence in manipulative, computational, interpersonal relationship, communicative, and other special skills necessary for success in the chosen occupation.

Fortunately, the transferability of many of these skills into the non-employment aspects of life is great, and the student thereby derives an increased or multiple benefit from his efforts. Thus, if the career education offering is effective in meeting its goal of preparing students for successful employment, added benefits are an incidental but expected product of the career education effort. This expectation becomes the basis for the integrating of the career education curriculum with the traditional curriculum.

As the rural administrator attempts to integrate a program of career education into the existing curriculum certain steps and procedures are necessary. The first and most important task to be performed by the school district is the development of an overall administrative plan.

Administrative Plan

The administrative plan should serve as a guide toward development and implementation. To be effective the plan should (1) establish the overall goals and objectives; (2) set the parameters and priorities of the new program; (3) identify possible constraints and sources of support, including the community

and regional education centers and area vocational schools; (4) stress teacher involvement; (5) budget funds; and (6) establish an evaluative procedure (Career Education, Texas, 1972).

In following these steps, it must be remembered that no master plan can be developed that will serve the needs of each district. The individual rural administrator must, because of the unique needs and resources of his school district, work within the parameters established by the organization of his own district.

Care should be taken, however, not to complicate the administration of the program for the small rural school district. Existing administrative structures should be utilized. One person should be designated as coordinator of the program with adequate time allowed to carry out this responsibility. The persons most likely to be qualified are vocational education instructors, guidance counselors, or others with an interest in such a program. An inservice training program for all instructional and administrative personnel in the school is essential for success in a career education program. This program may be coordinated with other districts, possibly by an intermediate educational service center.

#### Curriculum Development

The development of a plan for curriculum change should be a major result of implementing the administrative plan. Since the curriculum for career education should be sequential, multidisciplinary, and flexible, its development should be a unified, broadly based process involving staff and community. Because of the integration of subject matter necessary for a successful program, it is imperative that staff involvement be extensive. Some of the tasks indicated are enumerated as follows:

- (1) Identifying concepts and organizational levels at which each concept should be stressed.
- (2) Analyzing the present curriculum and planning ways to integrate career concepts into this curriculum.
- (3) Redirecting or restructuring the present curriculum toward career education objectives; identifying appropriate teaching materials and developing materials as needed.
- (4) Planning a system of evaluation for the program (Career Education, Texas, 1972).

Each school district, because of its unique problems and philosophy, will most likely choose its own organizing structure, its own concepts, and will determine the sequence with which they will be developed into the instructional pattern. Table 2 outlines various phases of the program which can be scheduled at grade levels compatible with the local grade structure.

Curriculum development at all grade levels, K-12, represents the central procedure around which other supporting activities would function. The curriculum development undertaking is actually a double-pronged effort involving an occupational cluster curriculum effort, a curriculum refocusing effort for grades 1-8, and a subject-matter-relating effort in grades 9-12.

The largest and most involved component of the curriculum development undertaking is the development of the cluster concept. This effort will involve assimilating data and teaching materials for each of the occupational clusters representative of the entire world of work and around which a career education system might be designed. The cluster concept and its organization will be discussed in detail in the section on implementation in the junior high school.

Since it is almost impossible for the small rural school to develop an adequate career education curriculum without proper assistance, the local

TABLE 2

## SUGGESTED CAREER EDUCATION EXPERIENCES GRADES 1-12

|                                                                                                                                                                     |                                                                                                |                                                                                                                                                                                                                     |                                                                                                                                                                                       |                   |                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------|
| GRADES: 1 _____ → 12                                                                                                                                                |                                                                                                |                                                                                                                                                                                                                     |                                                                                                                                                                                       | 1000<br>PLACEMENT | JOB                              |
| STUDENT DEVELOPS SELF-AWARENESS AND UNDERSTANDING OF HIS INTERESTS & ABILITIES                                                                                      |                                                                                                |                                                                                                                                                                                                                     |                                                                                                                                                                                       |                   |                                  |
| STUDENT DEVELOPS AND PRACTICES DECISION-MAKING SKILLS                                                                                                               |                                                                                                |                                                                                                                                                                                                                     |                                                                                                                                                                                       |                   |                                  |
| STUDENT DEVELOPS ATTITUDES ABOUT PERSONAL, SOCIAL, AND ECONOMIC SIGNIFICANCE<br>OF WORK                                                                             |                                                                                                |                                                                                                                                                                                                                     |                                                                                                                                                                                       |                   | NON-<br>BACCALAUREATE<br>PROGRAM |
| OCCUPATIONAL<br>AWARENESS:<br><br>Student is<br>informed about<br>occupations<br>through a<br>series of<br>clusters<br>representing<br>the entire<br>world of work. | OCCUPATIONAL<br>ORIENTATION<br><br>Student ex-<br>plores several<br>clusters of<br>his choice. | OCCUPATIONAL<br>EXPLORATION<br>IN DEPTH<br><br>BEGINNING<br>SPECIALIZATION:<br><br>Student selects<br>one cluster to<br>explore.<br><br>Develops entry-<br>level skill.<br><br>May change<br>cluster if<br>desired. | SPECIALIZATION<br><br>Student<br>specializes in<br>one cluster.<br><br>Takes prere-<br>quisites for<br>further educa-<br>tion and/or<br>intensive<br>skill training<br>for job entry. |                   |                                  |

administrator should contact the career education consultant in his state department of education for such assistance. Large sums of money are being spent on development of materials which can be obtained and adapted to rural areas. The National Center for Vocational and Technical Education at Ohio State University and the Educational Resources Information Center (ERIC) Clearinghouse on Rural Education and Small Schools (CRESS) at New Mexico State University are useful resource centers.

#### Instructional Development Teams

Staff members should be organized into committees to plan the development of instructional materials and to take an inventory of the school's current instructional system. In some instances, teams will need to represent different subject areas. Time and resources will be needed for this responsibility, and consultative services from the state level will be helpful. Rural school administrators will find it to their advantage to work through information centers such as ERIC/CRESS to keep informed about new instructional materials in career education as they are developed. As these new instructional materials are published, they will be brought under bibliographic control and entered into the ERIC system through the clearinghouses. Such publications are announced in the various ERIC documents, for example, Research in Education and Abstracts of Instructional Materials in Vocational and Technical Education. The curriculum teams should monitor these major sources.

### Pupil Personnel Services

Since career education attempts to reach the student in as many ways as possible, a vital facet of the program is guidance services, K-12. Guidance, a schoolwide assistance program for all students, is developmental, beginning in the lowest grade level and extending through high school. The assistance provided students should not be a single or special event in the student's school experience. Instead, guidance must be continuous, sequential, and cumulative.

The existing guidance services within the district must be reexamined and reoriented so that career information, educational planning, and individual appraisal can be current, relevant, accurate, and conducive to wise decision making. Counselors and others with guidance responsibilities should be involved in this reexamination and reorientation process.

Small rural districts may need to share the services of guidance personnel who have expertise in career education. This sharing may be done through a cooperative program among the schools within an area or through the services of an intermediate unit covering a large area.

Guidance cannot be carried on solely by specialists in guidance. It is a cooperative team effort involving the administrator, counselor, teacher, and support personnel. The classroom teacher, being in daily contact with students, serves as a first-level counselor in the career education program. The guidance counselor provides specialized counseling assistance to the student and consultative support to the teachers.

To develop the total individual, the guidance program provides information and instruction to all students concerning their physical-mental, health-social development and their educational-career development. This

information and instruction is further supported with counseling services for all students utilizing school and community resources. Thus, through a program of instruction and counseling services, all students are helped to integrate the intellectual, emotional, physical, and social aspects of their personality; to adjust to one another, to adults, and to the environment; to achieve academically; to plan adequately for the future; and to carry out formulated plans.

Through integration of career information into the on-going academic curriculum, the guidance-instructional program is conducted by classroom teachers as part of the instructional program. The counselor supplements classroom guidance instructional activities with scheduled guidance informational activities through small and large group discussions.

Although the guidance process permeates every level of instruction, as the student proceeds from one level to the next, more emphasis should be placed toward directing the students toward their compatible career choice. However, it must be remembered that the final career selection rests with the student and not with the staff.

At the junior high school level, an intensive guidance and counseling program will help students to discover their interests and aptitudes. The program should help students to determine their emotional compatibility with the various careers in which they show interest or aptitude.

The junior high school guidance program should contribute to the explorative objectives of the career education curriculum. The counselor should serve as a resource person for meeting specific needs and concerns of individuals or groups. He should coordinate information collection, activities, and procedures to facilitate the exploratory processes in career education. He should

assist in individual and group assessment and in educational planning. He should make every effort necessary to develop and sustain effective individual and group relationships through counseling. It is essential at this point in the student's life that he become aware of the services available in the guidance office.

As one plans the guidance services for the high school level, it should be kept in mind that there is not a break in this area between junior high school and senior high school; rather, the high school guidance program is merely an extension of guidance services which were started in the elementary grades and have continued up to this level.

At the high school level, more emphasis and time should be placed in assisting all pupils in assessing and understanding their abilities, aptitudes, achievements, interests, and educational needs. Group and individual sessions should be set up with students and parents to explain educational and career opportunities and requirements. Optimum use should be made of such sessions to assist pupils to plan and progress toward well-formulated, long-range goals. As a result of these sessions, it is hoped that courses of study can be designed that will assist the individual student in reaching the career goals he has set. Also, by planning the students' courses of study and projecting the needs into the future, the administrator can create some guidelines as to future needs in the area of staff and curriculum scheduling.

#### School Organizations and Activities Program

The school's student activity program also contributes to the achievement of career education objectives. Periodic evaluation of its contribution is appropriate. Staff members responsible for student activities should be involved in planning and evaluating activities which seek to improve the career

education potential. Students themselves should serve frequently in staff development, community involvement, and curriculum development. Through such activities as career clubs, much enrichment of the academic curriculum can be achieved.

Vocational youth groups allow students to engage in activities that broaden and enrich their knowledge of career fields. Some examples of vocational youth clubs are Distributive Education Clubs of America (DECA), Future Farmers of America (FFA), Vocational Industrial Clubs of America (VICA), Future Homemakers of America (FHA), Future Business Leaders of America (FBLA), and Future Nurses Club (FNC). Clubs of a similar nature may be organized around other career items. These organizations are not of the usual "hobby" variety. Students become involved in the areas of work denoted by the name of the organization. Students in such organizations are involved in field trips; role-play job interviews and job situations; setting up and operating businesses; conducting student, business, and community career-oriented surveys; visiting with goal-oriented students in high school and community college programs; producing their own "career newsletters"; and helping organize career days in the school. Occupational areas within the main cluster can be explored as they are chosen by members of the club and reported back to the main group.

One source of information available to such groups could be a series of filmstrips, tape recordings, and video tapes of previous field trips. This type of resource material can also include interviews with people of various occupations, descriptions of job situations that would be beyond the reach of a field trip, and introductions to the various career clusters.

Since most of the clubs in a school are related to subjects such as science, drama, history, speech, foreign language, mathematics, and the vocational areas,

much of the material gained through the activities of the various organizations can be integrated into the classroom. Organization sponsors should develop programs that link career exploration to the objectives of a club.

Starting in the junior high, students participate in the production of school yearbooks and newspapers. Working on school publications can help students to investigate careers in a field such as journalism and can provide opportunities to experience, in a limited setting, the working conditions of related careers. For example, the student staff of a school newspaper can devote considerable study to the production of a newspaper, investigating careers ranging from typesetting to editorial and advertising work. A visit to a local newspaper office can be part of the exploration.

Not to be overlooked is a school's organized athletic program. The obvious careers in coaching or professional sports more often overshadow the many related careers such as playground supervision, recreation director, or physical therapist. Again it is important to bring forth through the cluster concept the truly great number of career openings available within each cluster.

The same pattern of activities could be followed in investigating careers in farming, ranching, and other occupations related to agriculture. The rural administrator should make a special effort to build upon the strong programs already existing within his school; these will probably be vocational agriculture, home economics, and sometimes, business education. It should be emphasized that within any broad field such as agriculture, there are many diverse occupations, for example, game management, forestry, and landscaping, as well as the traditional ranching and farming.

#### Placement Services

One important phase of the career education program and one that can provide vital follow-up data is a placement service. A coordinated effort

should be made to help students find gainful employment based upon their previous experiences.

Students requesting assistance for job placement should be referred to specific job openings if such exist in their field of interest and should be assisted in every possible way to gain employment or placement in the post-secondary educational area of their choice. Students who will be leaving the area, a common occurrence among today's rural youth, should be referred to appropriate resource people at the new location. The placement service should be available to both youth and adults served by the school district. If small schools cannot adequately perform this function, it may be carried out by an intermediate unit serving several area schools.

Such a service should be a two-way street. If conducted properly, a placement service will not only be of benefit to the student, but also of benefit to the local employer who is looking for qualified employees. Thus, a well-organized placement service within the local school can serve as another means of bridging the gap between school and community.

State employment agencies can be of assistance in the formulation of such a service.

#### Staff Development

A plan for staff development should also be formulated as a result of implementing the administrative plan. Since staff development (in-service training) in career education is likely to involve all teachers and will continue for some time, a setting of priorities and commitment of time and resources are crucial to success.

Although some planning and development staff and consultant services can be added from the state level, the major impetus and effort will have to come

from existing staff and community resources. Administrators, teachers, teacher aides--all must be involved in planning and development from the beginning of the project. Staff identified as enthusiastic over program prospects must infuse others with that same enthusiasm. Staff already including career activities in their classrooms should be brought into leadership positions to talk with staff, students, and board members.

Once again, the local rural school administrator might find it to his school district's advantage to organize in-service training sessions in cooperation with administrators in other schools who are also implementing the career education concept into their school districts. In a situation where a number of school districts unite to participate in such an in-service session, consultants from the state level could be brought in, as well as representatives of the various educational publishing companies. Too, under this combined effort, administrators who have successful programs already established could be brought in to present their programs.

As a summary to the procedures needed for the development of staff, the following outline should serve as a benchmark to satisfy the need to put process and content together. The rural administrator could ask himself these questions: How many of the following have already been thought through? How many of the following can be put into practice through the funds and personnel available?

1. A committee made up of classroom teachers and administrators to plan specific behavioral objectives and activities for interested teachers.
2. Visitations to classrooms in other districts where career education is being planned and implemented.
3. Special workshops to focus attention upon educational goals and outcomes.
4. In-service meetings with staff to learn new methods of teaching.

5. Lay advisory committees to evaluate present products of schools and suggest new directions and priorities.
6. Grade-level teams reporting to school faculty and parent groups.
7. Special projects through media centers to highlight particular careers or to show the relevance of academic content to particular occupations.
8. Special pilot experiments to test selected concepts in the classroom setting.
9. Career education fairs and other all-school activities that bring school and community together.
10. Consultant help from state office personnel, intermediate units, and/or university faculties.
11. Cooperative activities with other districts in the area.

#### Community Involvement

In most rural areas, the school becomes the focal point of the entire community. Therefore, it is especially necessary that the rural school administrator bring the community into the development of the career education concept. The school cannot function apart from other groups or agencies in the community. The need for an approach built upon a foundation of local initiative and fostered and encouraged at the state, regional, and national level has already been recognized by leaders in education.

No new agencies need to be organized to coordinate the resources or flow of information to the community. The community should be approached on two levels: (1) for general community or business support and (2) for expertise in a specific industry or a particular occupational field. It should be self-evident that any program concerned with education for a career must make provision for active participation by persons familiar with the industrial and labor relations process and with the skill requirements of the various occupations. Of equal importance is the role local business can play in providing the school

with opportunities to observe working situations or to engage in actual employment of students.

Service clubs are always seeking opportunities to serve the community. In addition, their members are also influential in many other walks of life. Their involvement can be doubly potent. Leaders of Boy Scout groups and other youth organizations are anxious to improve the long-range welfare of their charges. And certainly, the rural school administrator should not fail to recognize the usefulness of the local farm and ranch organizations. Too, the school administrator will find that in many cases retired senior citizens are anxious to be of service.

Men and women with one career behind them represent a rich and valuable resource that can be and should be used fully. Many of the people of the community have mastered skills and crafts that are in short supply. Others are skilled in the use of tools, materials, and processes that perhaps are not practiced in the rural area but which would be of great interest to some of the students.

If career education is to be an integral part of the regular school curriculum, it can profit as a bold and imaginative new concept, from the experiences of these and other community groups. Each rural community will have unique characteristics and special groups that should be identified and recruited for this family-school-community based program. Community surveys are helpful tools to assist the local administrator in locating and assessing the availability of such resource people.

The fundamental principle underpinning the involvement of the community, and perhaps its most attractive virtue, can be briefly summarized. Community involvement calls for the sharing of information, materials, ideas, and technology

in career education among schools and communities at all levels. It provides an alternative to creating new and possibly duplicating institutions. It enables the rural school administrator to make use of materials and equipment which the small school cannot afford. It places the student in touch with the true world of work.

#### Advisory Committees

Regardless of the size of school involved, if career education is to succeed, there must be communication between the school and the community. The very nature of career education, especially at the secondary level, suggests the importance of maintaining a mechanism for continuous dialogue between the school and the world of employment. The rural school administrator will soon find that an "advisory committee" is one way to channel occupational and employment data into the educational process.

Some of the more successful advisory committees have proved very effective in the following ways:

1. Functioning as an excellent source of public relations.
2. Communicating feedback information from the community and employers.
3. Creating mutual respect and confidence between educators and community leaders.
4. Providing experience and expertise in those areas vital to a program preparing students for the world of work.
5. Providing assistance in the selection and development of training stations.
6. Assisting the teacher-coordinator in curriculum development and improvement.
7. Providing assistance in locating instructional materials.
8. Providing a source of input for program evaluation and review.
9. Providing continuity for the program in the event there is a change in staff.

10. Providing a source of employment for graduates of the program  
(Cooperative Vocational Education in Small Schools, 1972).

Business and community leaders are in a unique position to help plan educational programs that will prepare the student for employment. Thus, the effective use of an advisory committee is a logical and efficient means of bringing about a closer working relationship between the school, the community, and the world of work.

### Evaluation

The evaluation process should be considered one of the major components of the career education program, for through no other process can the true success of the program be determined.

The evaluation of program effectiveness should be based upon the degree of achievement of the measurable objectives established during the planning process. Obviously, it is important that much time and thought be concentrated on the development of objectives that are realistic and concrete for the individual district. School personnel who are to be involved in the evaluation process should be identified and involved early in program planning in order to coordinate the efforts of both internal and external groups and individuals who assist in the evaluation process.

Evaluation of programs should include the use of data drawn from (1) enrollments, completions, identification of disadvantaged and handicapped; (2) surveys of labor demand, labor supply, and student needs to determine the relevance of program offerings to needs; and (3) student follow-up surveys.

Questions should be raised about the manner in which career education is implemented and operated, and information will be needed about student performance. What changes in student behavior are sought? What kinds of evidence that this behavior change has taken place are acceptable?

In the evaluation process, all facets of the educational program--the broad goals of career education, current educational methodology, the structure of society, and the attributes of the student--are combined into five principal components. The five components follow:

1. The goals of the program.
2. The objectives of the program.
3. The operational procedures--for example, the methods, techniques, emphases, and efforts--being utilized to attain the objectives.
4. The resources--both material (including facilities, equipment, and materials) and human (including teaching, administration, supervision, service, and special staff)--provided to facilitate the attainment of the objectives.
5. The actual outcome or products of the program as defined in terms stated in the objectives of the program.

The actual evaluation can take many forms, depending upon the option of the local district; however, the following items should be included in the evaluation process: Teacher-made tests; questionnaires administered to staff, students, employers, and community; student anecdotal records; check sheets of accomplished skills and competencies; self-reports by students of inventories of interests, preferences, attitudes, and feelings; attendance records; drop-out records; follow-up studies on students who have graduated; teacher observations; and results of standardized tests.

When evaluating the career education program, the local administrator will want to do so within the context of local needs and objectives. In so doing, a comparison with the ten characteristics of career education listed by Undersecretary Marland will prove to be of worth:

1. The fundamental concept of career education is that all educational experiences--curriculum, instruction, and counseling--should be geared to preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work.

2. The general curriculum is done away with in favor of a system of high school education with but two exits--continued education or employment--and nothing else.
3. The career education concept should affect as high as eighty percent of the high school students.
4. It will be offered as part of the curriculum to all students.
5. It will permeate the entire spectrum of a child's education, from the kindergarten through high school.
6. We must also be concerned and active on behalf of those adults who cannot supply the skills and knowledge society now demands.
7. It is a blending of all three (vocational education, general education, and college preparatory education) into an entirely new curriculum.
8. The job is not done properly until each and every one of the youngsters is capable of developing a clear sense of direction in life and is able to make a responsible career choice.
9. It will offer a much wider range of occupational choices than are now available in regular vocational educational programs.
10. All students will have an opportunity to enjoy actual work experience during their high school years through cooperative arrangements with business, industry, and public institutions and agencies (Career Education Progress, 1972).

Reporting evaluative findings to the various publics who need and who will use the information is another essential part of evaluation. It is critical for school boards, administration, and staff to be informed about the effectiveness of career education. It is also essential for each component of the elementary and secondary school system to report successes, shortcomings, and problems to other components of the system. For example, the evaluation of career education in senior high school should be useful in improving the program in the junior high and elementary school.

### CAREER EDUCATION IN THE ELEMENTARY SCHOOL

A program designed for the elementary school should be developmental--based upon a series of concepts and upon the needs and abilities of the students and graduated according to difficulty. The elementary program should assist students to become alert to people who work and to become curious about careers and ready for the exploration of careers which is to occur during the junior high school years. Awareness of the world of work is considered to be the overall goal of career education in the elementary school.

The regular classroom teacher must fuse the concept of career awareness into the ongoing curriculum, thus enriching and adding quality to the school program. It should be understood that the career awareness concept neither eliminates vital elementary curriculum elements nor does it propose to substitute career awareness for long established, professionally sound elementary concepts.

In the first grade, the child's experiences in career education should center around that with which he is most familiar--the home and the school. The limited career information he possesses (based on his knowledge of what his parents do and what work he sees done at school--teaching, bus driving, and so on) is used as a basis for expanding his knowledge of the world of work.

Parents and others can be brought into the classroom to tell about their work. Also, children can engage in such activities as career game playing, field trips, career art work, and other experiences to increase their knowledge and understanding of possible careers. Special efforts should be made in isolated rural areas to provide experiences in more metropolitan areas. Field trips should be made to larger cities or towns in order for the children to

better observe the broad spectrum of occupations. Regular school subjects should be used as the vehicle for presenting career information rather than concentrating career education into a special topic in the curriculum.

During the primary years, role-playing becomes quite important. The students can "choose" jobs many times. Such performance is overt and thus subject to guidance from the teacher and available for other student comment. This activity provides an excellent method for developing oral language skills. Many class discussions can be held around the role-playing technique.

As an ongoing program throughout each educational level, the students can help the teacher in making bulletin boards centering on occupations. Also, each child could start a portfolio or scrapbook, starting with drawings and paintings he has done and augmenting his own work with pictures from magazines.

At the primary level, children can learn that each job has certain characteristics. Later the children will learn that the best occupational choice is achieved by matching possessed characteristics with required characteristics. While these children are as yet too young for accurate self-appraisal, they can begin to form simple judgments about what physical actions people must make in various occupations.

An important concept to be learned at this age level is that everybody should work and that work is not synonymous with hard physical labor or a disagreeable situation. The teacher might start with such simple tasks as hanging up coats, straightening chairs, putting away materials, and so on. If the class has monitors, their jobs should be examined. The children can draw or tell what they do.

The teacher must guide the children to an understanding that all the activities of the school, even those which seem the most fun, are part of their

"job" and that they should always do their best. As a preview, it should be suggested to students that, though the nature of the tasks will change somewhat as they progress through school, if they approach their tasks with the proper attitude everything can continue to be enjoyable. Above all, it should be stressed that work is necessary for everyone, that it can be pleasant, and that cooperation with others will make everyone's job more pleasant.

In the second grade, the concept of the world of work should expand markedly. Up to this point, an attempt has been made to deal with the home and the school and other familiar surroundings. Now the move will be in another direction. The child will be exposed to a much broader spectrum of occupations, and he will learn about specialization and interdependency. While many of the same activities presented in the first grade will be continued at this level as befits the increased maturity, more written work and more complex facets can be brought into use.

The concept of specialization can very easily be tied in with social studies. This concept may be treated through a review of any primitive culture which the class may have studied. The idea to be explored is that because each family unit's needs and wants were simple, it was possible for each family unit to be self-sufficient. Charts or pictures may be made which contrast the simplicity of a more primitive society with the complexity of modern life. The students should then imagine and discuss what it would mean if the family unit could still be self-sufficient--for example, would each family have to build its own automobile, or would people go to some other means of transportation, and if so, what? How would homes, food, and clothing be purchased: What things would people have to do without?

Thus, one can readily observe how every facet of the regular curriculum is brought into use in the career education concept. Teachers are bound only by their own lack of imagination and initiative.

In the third grade the child's focus can be further expanded as new concepts are built upon those previously introduced. As reading skills increase career information can be presented through basic and supplementary readers. Other activities dealing with careers can be introduced.

The third-grader can explore many factors which determine available occupations, such as location, supply and demand, and technological and sociological changes. He should learn why in a rural area there is a different demand for jobs, why the rural community is dependent upon the urban community for many of its goods and services, and in what ways the urban community is dependent on the rural community. As the student explores these facets of the world of work, emphasis should also be placed on developing an understanding of the effect that these and other factors have on the worker. For example, does supply and demand affect the worker?

Probably by this point the students have found one particular occupation which interests them. While a firm vocational choice is not sought at this point, it is time to introduce certain ideas. One of the most important of these is the necessity of an education if one is to enjoy the benefits of our complex society.

As pupils progress to grades 4-6, emphasis should be placed upon enhancement of self-concept as related to career development. During these years, more emphasis is placed upon the vital part school plays in the preparation for a career. Since from this point on in the student's education, different

subject areas are treated separately, teachers must make a special effort to show the importance of each subject area to the world of work.

The importance of education, both formal and informal, for success in the world of work should be stressed. The want-ad sections of all available newspapers might be used. Many of the ads will specify a certain educational level and certain skills or experience. Brochures from the various state employment services also have excellent information in this area.

Rather than exploring the need for individual subject areas, the teacher might use a different approach. First, the teacher might suggest that many people have special education for entering the world of work. Committees could be formed to do research into the various areas that require specialized education. From this research, students could learn what knowledge all occupations have in common. Among the common needs of the student will be the ability to read, to listen and follow instructions, to write, to communicate orally, to understand, and to relate to other people. These qualities will be of value to him in understanding the various areas of subject matter.

As the student reaches the upper grades in elementary school, it must be made clear that there is no attempt at this level to force students into making occupational choices. What the program should do at this level is to attempt to guide the student toward a more intelligent choice when the time becomes appropriate. The student program tries to broaden his awareness of the almost infinite variety of occupations which do exist, as well as the possibility of new ones which are developing almost daily. Beyond this, it attempts to show him the factors to be considered when the time comes to make a decision.

Through the cluster approach, which is introduced and developed in the sixth grade, the student should become aware that all occupations can be placed

in broad groupings and that there are jobs for any level of ability and training within each grouping. Thus, he learns that no area that interests him is beyond his reach. Somewhere within his field of interest there will be a career for him.

During these years, the importance of preliminary data is stressed. The knowledge that different occupations require certain characteristics and that different individuals possess certain characteristics leads inescapably to the conclusion that the better these are matched, the happier the person will be as he works at his vocational choice.

The students should be aware that making a career choice requires careful study. Some of the areas that need to be explored by the students are the nature of the work, the working environment, the training, the type of people to be found in a particular vocation, the expected income level, and the future of particular vocations. Again, this might be an area for committee work. A committee could be assigned an area to research and could then design a method for presenting the information they gather to the rest of the class.

Such methods might include traditional reports, stories based on what could happen should one fail to obtain the requisite information, cartoons, skits, and so on.

As was stated earlier, these years should be used to enforce self-enhancement and self-awareness. Learning should take place in regard to the way individuals differ in their abilities, interests, attitudes, and values. The student should become aware of himself in regard to these areas. Such concepts can be realized through the use of self-inventory materials available from the various publishers, or the teacher can conduct a sociogram-type activity. The teacher might list abilities, attitudes, interests, and

so on and have the students name those of their peers who fit the descriptions.

Examples might be:

- Likes to play quiet games.
- Likes to play active games.
- Likes to talk.
- Likes to sing.
- Likes to draw.
- Likes to read.
- Is best in math.
- Gets along well with everybody.

These are only a few of the areas which might be explored. In such a lesson, or unit of study, the concept of individual differences and the acceptance of the individual for what he is should become very obvious (World of Work. ABLE Model Program, 1972).

As the student accumulates more self-understanding it follows that occupational interests will become more apparent. The pattern thus becomes interest → self-understanding → occupational interest. If the children do not perceive these links for themselves, the teacher should guide their thinking. If the child does not perceive these links then the program has failed and should be looked at carefully.

Every occupation which exists at present can be placed into a family or cluster. The U.S. Government has broken 20,000 jobs into 15 job clusters, each under a general heading such as the "world of manufacturing" or the "world of construction" (Career Education, 1971). The sixth grade will be used to orient the student to the concept of clusters and should familiarize him with them. The intention at this level of instruction is to provide a lead-in whereby he will choose 2 or 3 of the clusters to explore in greater depth during his junior high school years.

Each of the elementary grades should be used as a platform for emphasizing the importance of initiating and stimulating self-growth in the vocational realm. Whenever possible, the learning situation should be one that actively involves the student in the learning process.

#### Projects for the Elementary Curriculum

The following activities have been designed to involve the students in an active manner which should help elementary school children become familiar with the world of work and orient them to the problems of vocational choice and selection at later periods in their development.\* The activities are not listed in a particular order. However, an effort was made to group the activities for K-3 grades at the beginning of the list, and activities for grades 4, 5, and 6 next, then activities aimed at grades 7 and 8. Some miscellaneous activities, which could be used at any level, are at the end of the list. Special projects for teachers, counselors, and parents are also found in the list.

1. Engage children in discussions which will help them see the dignity and value of all work in which man engages. This project should help realize one of the major objectives of the occupational orientation and guidance program at the elementary school level. It can be a progressive program with units at each grade.
2. Encourage children to cut color pictures from magazines of "people at work" on various jobs and place them on a special bulletin board designed for this purpose. In the early grades the pictures selected may be related to their father's or mother's job or to a job they are currently interested in, or to jobs in a plant or business which they have visited on a field trip. See that each child has a picture on the board, if possible, and change the pictures frequently.
3. Prepare a color book (grades 1-3) showing people and situations in various types of jobs and the kinds of uniforms they wear on the job (firemen, policemen, doctors, dentists, nurses, soldiers, sailors, marines, engineers, mailmen, professional athletes, etc.) which the children can color. Many of the drawings for the color book can be made by tracing.

\*From World of Work, ABLE Model Program, 1972.

4. Permit children in the first and second grades to engage in play activities involving various types of jobs. They can play doctor, lawyer, baker, teacher, nurse, carpenter, and a host of other job personnel. In most of these activities they can use actual tools or instruments.
5. Read stories with an occupational background to first and second grade children. Such a story as "The Little Train That Thought It Could" is a good example of the type of story that can be read. After the story has been read, the children can discuss who runs the trains, what the conductor, brakeman, and engineer do, as well as the value of cooperation and thinking while on the job.
6. Assign the children in one of the classes in grades 4, 5, and 6 the task of writing out the answers to the following questions as a means of getting to know themselves better: "What sort of person do I want to become?" and "Why do I want to be that kind of person?" Analyze the replies to see to what extent occupations determine the answers given. Have the students who answered the questions prepare answers to the same questions one year and two years hence.
7. Have the students in grades 4, 5, and 6 make a survey of the various types of jobs which exist in their community and state and select the ones they would like to visit. It is best to study jobs they will see on their visits and help the children determine what to look for when they make their visit to the plant they have selected. Follow-up reports after the trip has been made are a part of the project.
8. Develop projects which show how various vocations are related to the seasons of the year, for example, what is involved in a wheat harvest? Getting ready for summer, dusting off the air conditioner, sharpening the lawnmower; getting ready for winter, checking the car, storing summer equipment, checking the furnace; getting ready for fall, for cutting the harvest; or getting ready for spring, planting, and cultivating. Each season has many surprises, and there are many occupations for each season. The children may have a great deal of fun observing the occupations and processes they have studied.
9. Discuss with the children, beginning at about the fourth grade, the importance of individual differences, why people differ in so many of their interests, abilities, and aptitudes, how their uniquenesses develop, and the problems of self-acceptance which are caused by their differences. This project can be the basis of a long term study by the children and can be related to the developmental task concept. Some students at the sixth grade level may be ready to relate their uniqueness to aspects of their educational, personality, and vocational development and adjustments. When this is the case, they will almost invariably need individual guidance.
10. Start a vocational scrapbook as a class project and encourage each child to cut out pictures and articles from various newspapers and

magazines which they can paste in the scrapbook. A rotating committee to decide what goes into the scrapbook may be necessary. The art class can prepare an attractive cover for the scrapbook.

11. Develop a unit which can move progressively through grades 4, 5, and 6 on the importance of education to vocational choice and on what actually happens to young people who drop out of school before completing high school. The drop-out problem can only be dealt with effectively if the potential drop-out is identified in the elementary grades.
12. The importance of good mental health in school, on the job, in the home, and how it can be developed and maintained can be a basic discussion in almost any class after the third grade.
13. Games in the nature of the old fashioned "spelldown" can be devised to acquaint students with some occupations. The teacher or one of the students can read a description of an occupation or describe the tools which are used in an occupation, and the students may be asked to identify the occupation on the basis of the information which has been devised.
14. In some schools, characters from the Bible can be named and the children asked to identify the occupation which they represent. Teams can be used to identify the occupations of the presidents or other well-known characters.
15. Jobs in the various government agencies can be used as a unit in a number of classes from the third or fourth grade through the sixth grade. People who work for the government can be speakers and frequently can show slides or films.
16. Give the youngsters a brief look at the glamour careers--movie and television actors and actresses, the entertainers, professional musicians, professional athletes, and the astronauts are highly visible. The study of these occupations presents, in some instances, an excellent opportunity to study values in our society as represented by occupational choices.
17. Provide girls in the various elementary school classes special opportunities to study occupations other than the three traditional occupations for women (nursing, teaching, and secretarial work).
18. Promote hobby shows as a means of helping children develop interests and assume responsibility. Many youngsters have found their vocation through hobbies which they pursued during earlier developmental periods.
19. Permit students to discuss how they can utilize their vacation periods to get better acquainted with various occupations.
20. In social studies units, lead the children to discuss how different personality factors and traits are related to different vocational

selections, as well as how personality in general is related to vocational choices which will eventually be made.

21. Teachers can schedule field trips where emphasis will be centered on the workers and the types of skills which they utilize in performing their jobs.
22. Have the students write short papers on "The thing I do best." These papers should also be saved and the project duplicated a year and two years later. This topic can also be used as a topic for class discussion, although many youngsters may be embarrassed to reveal their innermost thoughts.
23. Organize units in the social studies curriculum to show the various ways people in the community make a living. One unit, for instance, can be developed around home building. The children can discuss the work of the carpenter, the bricklayer, the electrician, the painter, the plumber, and others. Another unit can be organized around city jobs and can include sanitary workers, water supply workers, policemen, firemen, and others. Still other units can be organized around transportation, including bus, rail, and air service.
24. Develop a unit for fifth and sixth graders which will help the children be aware of the importance of building a good background during the elementary school years in preparation for the rest of their educational career. Learning good study methods and reading habits can be a part of this unit.
25. "My daddy belongs to the Farm Bureau," and "My brother is in an apprenticeship program," can be the basis for a discussion in the sixth grade.
26. "My mother is a Gray Lady," and "My sister is a candy-striper," can be a program similar to the one above, which children enjoy.
27. Develop a unit to assist the children, particularly in grades five and six, to explore their interests, and discover the relationship of particular interests to various vocational patterns. Some interest tests can be used for this project.
28. Organize a unit for sixth graders which will help them orientate themselves to the vocational developmental tasks which they will face in junior high school with suggestions relative to the specific choices they should be prepared to make which have vocational implications. Class schedules can be discussed as part of this unit.
29. Give children an opportunity to explore the contributions which various clubs and extra-class activities in the community can make to children's knowledge about vocations. This project may be important for children who are preparing to enter junior high school, where selecting the right school activities may be a problem.

30. Students can be encouraged to study individuals who have made a success in more than one occupation. Such a study should help students to become aware of the fact that they, too, can probably find success in more than one field of endeavor.
31. Encourage the children to develop a newspaper in which they can list occupations they have discussed in class, write editorials, and include other items which may be of significance to them.
32. Provide children an opportunity to study unusual and little-known occupations in the professional, technical, and nontechnical fields.
33. Encourage the children to prepare their own personalized vocational notebook, which will include a study of their interests, abilities, special aptitudes, skills, strengths, and weaknesses, with notes from class discussions, test profiles, and clippings from newspapers which are related to vocations of particular interest to them.
34. "My daddy belongs to the Rotary Club (Lions, Kiwanis, and so on)." This is an opportunity to discuss the vocational classifications in the structure and purposes of civic clubs.
35. "My mother belongs to the (one of the women's clubs)." This can be a companion to the discussion of men's organizations.
36. Present children with an opportunity to study, write papers, and discuss how the choice of an occupation conditions and influences other aspects of their life.
37. Encourage students to take tests which will help them understand their interests, abilities, aptitudes, and educational, socioeconomic background. No child can make intelligent vocational decisions at any level without this information.
38. Present materials and information about what is important in vocational choice and selection, including opportunities to discuss when an occupational choice should be made and what needs to be considered before making a choice.
39. As the children study various assignments in English, history, science, music, art, and other fields, encourage them to identify the occupations of the various authorities or characters in the field they are studying. As they read some of Dicken's works, for instance, many occupations can be identified.
40. Arrange for demonstrations for various types of activities performed in different jobs. Chemists, physicists, typists, and so on, can demonstrate various experiments which can be of intense interest to children. An example: a typist can demonstrate speed typing. Teachers of the various areas can be used here; also, county agents can be used.

41. Present children with an opportunity to visit a state or national employment agency. Such a visit should be made after students have been prepared for such a visit.
42. Use short personality sketches of people studied in various courses--social studies, English, science, mathematics, music, and art--which emphasize their vocation and ask students to identify the personalities through their vocations.
43. Should elementary school children be introduced into jobs in the armed services? Some say "yes" and some say "no." This decision should be made on the local or classroom level. There are many opportunities to learn jobs and job skills in the nation's armed services, but it may be too early to present this material to elementary school youngsters.
44. When the children are at the theme-writing stage, permit them to write papers on such subjects as "Some jobs I think I would like," or "when I grow up I would like to be a \_\_\_\_\_." This project should get the children thinking about jobs and their relations to them. They should be encouraged to emphasize why they would like a particular job and what aptitudes they think they possess at the present time for such a job.
45. Assign students the task of writing letters to successful people in the community and nation, asking them to tell about their vocation, why they selected it, and the qualities which they think are necessary for success in the field. They might also be asked to tell what advice they would give to a young person who is interested in the field. The letters can be displayed and then placed on the library shelves. This project will need to be organized carefully.
46. Conduct vocational exhibits in connection with Science Fair contest exhibitions. Exhibits in the science fields may encourage individual creative study and will assist youngsters to further explore their interests and abilities.
47. Study methods and techniques of problem solving with the youngsters through class discussions and group guidance. This job, when undertaken objectively and on an intelligent basis, can be a big step in assisting young people to develop the degree of independence they need to become emotionally and vocationally mature individuals.
48. Have children in any room study the occupation of their fathers (and mothers). They can be encouraged to prepare short talks or write short reports as a class project.
49. Parents can be encouraged to visit the school and share information about their job with children.
50. Contact some businessmen, ministers, policemen, pilots, teachers, sports figures, etc., and assign students to interview them about their jobs

and then make reports back to the class. It may be fun for some of the children to publish their interviews in the school newspaper--even though it may be mimeographed.

51. Duplicate number 47 but arrange for the personalities contacted to permit the student to tape record their interview. The recordings can then be played to the class. This probably is a sixth grade project, although it has been tried successfully in the fifth grade. The project will take some practice, but the youngsters will enjoy learning to use a tape recorder. They may need to follow questions which have been worked out in class in their interviews. It will probably create interest to let them decide what they would like to know about the occupations of the individuals to be interviewed.
52. Another topic which can be assigned to students with profit in many classes, either by written exercises or short talks, is "What I would most like to be when I grow up." It can be extended to ask why they have made this particular choice at this time. The last part of the project should encourage children to begin to examine their values.
53. Look for good films and filmstrips which can be shown at various grade levels which may have some vocational significance.
54. Encourage children who have an interest in art to make attractive posters; they can be original creations, copied from pictures in magazines or from suggestions made by the teacher or by parents. The posters should be on display on bulletin boards, in various classes, in the library, and in some instances, in windows of stores in the community.
55. Develop projects which show the vocations associated with the various holidays, for example, Christmas--toys made and sold, Christmas cards, the work of the mailman and post office workers in delivering the cards and gifts to the home. All holidays have special vocational significance.
56. Rural youngsters may need to be presented an opportunity to observe adults at work in jobs which are characteristic of urban communities.
57. Through a "Junior Career Day," present children with an opportunity to become acquainted with individuals in the community engaged in a variety of occupations, including occupations outside the professions. One objective of such a program at the elementary school level should be to promote the development of more wholesome attitudes toward selected nonprofessional occupations and help youngsters realize the importance of these occupations.
58. Safety demonstrations by firemen are always exciting experiences for children and serve a double purpose in that they may be a part of the school's safety program.

59. The school nurse, ambulance drivers, firemen, and interns from hospitals can also be part of a demonstration program showing what all of these people do when on the job, as well as supplying a good safety educational program.
60. Encourage teachers of various subject matter fields (art, physical education, history, arithmetic, English, science) to prepare a large chart of the occupations which require skills in their fields and which can be displayed in their classroom or in designated places in the school. In self-contained classrooms, teachers can prepare such charts and arrange to change them at intervals with other teachers who have worked out occupations in special fields. After the fourth grade, the making of the charts can be assigned to students. Some of the projects can be illustrated by children who are artistically inclined.
61. For the teacher: Check each student in the class against a developmental task list for his particular age level and attempt to determine which students may need help in completing the tasks they should be completing before they move on to the next developmental level. The teachers should determine what each student can do and what goal he will need to establish in order to achieve a balanced development. Try to see each task in relationship to his total development, as well as his educational and vocational development.
62. For the teacher: Make a list of the interests of the children in the class, and determine to what extent opportunities are presented in the school to assist them in developing their interests. Outline a plan for assisting those students whose interests are not being cared for through normal classroom procedures.
63. Encourage teachers in the school to study together, with the help of the school counselor, to develop units for various classes which will emphasize occupations at each level so that the program through the elementary school will not only have continuity but also will avoid repetition. This process may mean a reexamination of the present curriculum for the purposes of determining how it can be reorientated to meet the specific occupational needs and interests of children.
64. Teachers should also be encouraged to work out what goals and purposes they should follow in teaching the occupational units included in the curriculum. Expected outcomes of the total program should also be considered as part of this aspect of the program.
65. For the counselor: Work with teachers to identify children who may need individual counseling or the help that can be obtained through group guidance programs. Help should not be confined to children who may need vocational and educational counseling. Helping a student resolve a personal problem of any type may have vocational significance at a later developmental period.
66. Help children study their leisure time activities as a basis for developing an interest in which to participate. They can also be encouraged

to undertake new projects. This can be a group project, a class project, or it can be achieved through individual counseling.

67. Encourage the school librarian to display books for each age level which present challenging stories of individuals who are successful in various levels of human endeavor.
68. Develop a unit for parents of elementary school children which will help them understand how important is the education of their children, how the various subjects carried in the elementary school are related to vocational choice, and what their specific role should be in the vocational guidance of their children.
69. Promote conferences or workshops for parents to help them understand the role they are to play in the vocational growth and development of their children.
70. Hold a conference for parents in which they can discuss the use of vacation periods to further the acquaintance of their children with various occupations. Occupations which are not frequently found at home can be visited to the profit of children. An individualized vacation program for parents to point out what to see in various areas of the country might bring children into contact with new occupations.

## JUNIOR HIGH SCHOOL

By the very nature of the characteristics of the junior high student, the concept of career education affords both the opportunity and the means actively to involve the student in the learning process. These junior high years are years of searching for the student. Questions, such as, Who am I? Where do I fit into the world? Where am I going? continually arise. Students are faced with considering the many conflicting choices of directions they can take in society at this vital, but confusing, time of their lives.

Thus, exploration becomes the primary goal for career education in the junior high school. The junior high school should provide all students with appropriate opportunities to observe and study in a systematic manner a variety of careers. These explorations by students should build upon the awareness of the world of work that is begun and sequentially developed in the elementary grades. This exploration should also be developed in such a manner that it serves as a bridge to the high school years, where more specialized preparation for employment takes place.

The traditional methods of classifying the broad range of careers in our modern society has tended to confuse and mislead students as they begin to consider their careers at the junior and senior high levels. In popular language, we have tended to classify careers along the lines of assumed income and social status. We speak of employment which is professional, subprofessional or technical, skilled, or nonskilled. We speak of occupations, crafts, and trades. While no one can deny that these patterns of classification have some meaning, the social and economic changes which are accompanying current technological changes in our society are noticeably restructuring not only the traditional income gradations associated with these classifications, but also

their social status. A journeyman plumber may make far more than the college graduate. There is, at the same time, an increased concern in society generally, and among students especially, to become involved in a career that provides an opportunity for personal satisfaction.

It is therefore appropriate and important to find a new kind of classification for careers that enables students to see realistically the full range of career opportunities in our society. The main emphasis in this direction has been in a classification system known as the cluster concept. This approach classifies the entire gamut of careers into 15 clusters of related careers. Each cluster in turn is broken into more closely related families of careers, which in turn encompass a host of more clearly related specific career options. In each of the clusters the careers range from manager, scientist, engineer, technician, tradesman, salesman, and serviceman to operator. In the cluster approach, the rural school administrator can add one cluster at a time to the program or work at finding data and resources for all 15 clusters.

There are several unique advantages in employing the cluster approach to career development education:

1. As with any rational classification system, the cluster approach provides an opportunity to review intelligently the full galaxy of careers and to analyze similarities and differences. It also provides an opportunity to look at a group of careers in relationship to the knowledge and technology which underlay their function. This relationship makes it possible to relate the study of careers to academic work, both among traditional disciplines, such as physics, chemistry, psychology, and social science, and within these disciplines, for example, with physics, there is electricity, mechanics, aeronautics, propulsion, and so on.
2. The cluster approach provides an opportunity to begin career preparation in a broad area rather than in a specific vocational field. Thus within the cluster of visual communications there are several families of careers--graphics, writing, product development, fine arts, office practice--within each of these families are an even larger number of more specific career options. Beginning with the study of knowledge,

skills, and technologies common to all careers in each cluster, a student can move into increasingly specialized study associated with the specific career which he selects. Furthermore, with this general background the student will be better able to make changes in his specific career later in his life when technological change or personal interest may warrant such a change.

3. The cluster approach provides an opportunity for the schools to broaden extensively their pattern of career development education to serve the career development of all students. While many students may wish to move through a cluster of careers to the level of specialized knowledge and skills appropriate for immediate job entry, other students will benefit from exploring their career interests as a basis for specialization in continued education following high school (A Plan for Career Development, 1969).

In order for the cluster concept to be successful, a great amount of time, staff effort, and planning must go into the development of resource materials for the individual clusters. The administrator should take special note of the section in this handbook which lists the publishers of career education materials. Too, much material can be accumulated by contacting national offices of various manufacturing and industrial associations. The logical location for such a collection of data would be in the media center or library. Information should be catalogued and filed according to cluster classification. Materials should include pamphlets, magazines, bulletin board materials, tapes, filmstrips, and film sources, as well as textbooks and paperbacks. While individual teachers should be encouraged to develop their own files, a combined effort on the part of the entire staff will result in a resource center of much greater depth and scope. The sharing of materials and sources of information with nearby districts will prove beneficial.

Building upon interest established in the sixth grade, the junior high school student will choose two or three work clusters to explore in greater depth during his junior high school years. Because of the varying interests of the students and because of the limited staff in most rural schools, much of

this exploration of clusters will be through individual research and directed study.

The implementation of career education in the junior high school is achieved through three main areas of emphasis:

1. Continued integration within the subject areas to provide the student with opportunities to investigate many of the major careers associated with each of these areas.
2. School clubs and activities outside the area of the regular curriculum which can serve as explorative opportunities concerning careers.
3. Counseling, testing, and educational planning both by the guidance staff and the classroom teacher.

Career education will be most relevant to the junior high student if full interrelation of subject matter can be achieved. This interrelation will require extensive work by the staff in writing new curriculum guides. However, it is strongly recommended that new guides be written to avoid overlapping and repetition of materials by the individual teachers. Too, the objectives and goals set forth in the guides provide criteria for evaluation and accountability.

Students would continue to learn the central concepts and skills currently associated with the separate subject areas, but the various subjects would be coordinated within a curriculum structured around the clusters of the world of work. For example, the unit on the field of energy and propulsion might focus on electricity. While the students are studying this unit, they can explore the practical aspects of electricity through building simple electrical machines and radios. They can also explore the uses of electricity in the home for cooking, house cleaning, and other activities that require electrical appliances. At the same time, they can study the impact of electricity upon society, for example, the social effects of radio and television and the political and economic implications of public versus private power. Throughout these studies, students can

be introduced to the variety of occupations which are associated with the field of electricity, ranging from home wiring and television and radio repair to electrical engineering and radiology.

Such units of study should be developed for all the work clusters. The form and content of each unit of study would depend upon decisions made by the curriculum staff as they worked to integrate career education into the regular curriculum. Units of this nature should be planned and taught cooperatively by a team of teachers from several academic areas, and would include laboratory, shop, and classroom experiences now included in separate courses. As the students progress through several clusters of occupations, they should gain both an orientation and a realistic understanding of the range of career opportunities open to them, the knowledge and skills which are required for success in these careers, and the social and personal implications of various careers.

The junior high course of study should provide more intense "hands on" experiences. Individual instruction will become more essential, and teachers will find themselves acting as "managers of learning," rather than as instructors presenting the same lesson to the entire class. The rural school administrator, who many times has a lower teacher-pupil ratio, will find that, generally speaking, this type of learning situation will be more easily adapted to the small school curriculum.

One approach to career education is being implemented during the school year 1967-68 in four West Texas schools--Abilene, Levelland, Petersburg, and Spearman. In implementing this plan, each month was devoted to relating career information to one curriculum department. For example, in one school, September was Science Careers Month, October was Mathematic Careers Month and so forth until by May, each subject area had been highlighted. This approach could be

implemented very easily under the cluster concept, with one cluster being emphasized each month (Career Development, 1968)

If such a system is to be implemented, the staff should work together in the planning of the scope and sequence of concepts to be developed, of suggested activities, of resource materials, and so on for each subject.

Folders containing suggested classroom activities and resource materials can be prepared for each teacher's use during the month. Preceding each month, the teachers to be involved should meet together with counselors and the teacher coordinator to discuss activities and to plan assemblies, school announcements, library displays, bulletin boards, and so on.

Because of the size and number of students enrolled in the rural school, such a program could be organized on a school wide basis or could be emphasized at any of the three levels.

## SENIOR HIGH SCHOOL

The high school career education curriculum is built upon the cumulative experiences of the student developed during his elementary and junior high school years--in the same way that other traditional programs such as language arts, science, and mathematics depend upon foundations laid in the lower grades. Indeed, much of the work and many of the concepts used at the high school level are simply more mature and complex extensions of learning activities begun in the junior high school. Opportunities for investigating additional careers and familiar concepts in more depth should be worked into the high school curriculum in much the same way they are included in the junior high school curriculum.

At its ultimate, all secondary students would be enrolled in some type or phase of the career education curriculum. The length of such enrollment would depend upon the student's needs and objectives. All students completing high school should be prepared to exercise two basic options--immediate employment and/or further education. The rural school administrator will find that meeting this objective will require both his and his staff's ingenuity and abilities.

In meeting this objective, the administrator should recognize that regardless of the ultimate career goals of the students, each student should be equipped with a marketable skill that will enable him to enter the labor force should either the need or desire arise for him to do so. Obviously, many students will prefer to have a well-developed, marketable skill upon graduation so that they can immediately obtain well-paying jobs and support themselves. These students will probably wish to commit more time during their high school years to such skill development, and it is the school's responsibility to provide, either through its own organization, an area vocational school, a community college, or through other means, a wide range of skill-development programs. Such a

program of studies will, by necessity, require individualized instruction, independent research work on the part of the student, and, in many cases, outside work experiences in conjunction with the regular school day. The work experience program will be explored in greater depth in the section on cooperative programs.

Those students who have not elected to pursue further education immediately after completing high school should be provided an in-depth vocational education program to develop their knowledge and skills in a family of occupations within a job cluster, for example, soil conservation within the agri-business cluster, fashion designing within the marketing and distribution cluster. Basic knowledge essential to performing in other families of occupations within the job cluster should also be acquired by each student. Relationships of families within the cluster and between clusters should be explored so that students will be continuously aware of what additional opportunities are available.

Those students who desire to undertake advanced preparation, whether it be in a post-secondary technical school, college or university, or business school, should be equipped with the necessary prerequisites to undertake such additional training. Such students must be willing to commit the major amounts of time and energy necessary to develop these prerequisites. Thus, their involvement in the complete career education curriculum will not involve as much emphasis upon precise marketable job skills. It is important to understand, however, that within the entire curriculum there are abundant opportunities to develop marketable skills to one degree or another.

In the early curriculum planning process, each course at the high school level should be designed to provide for the development of marketable skills. At the high school level, students should receive the following kinds of experiences:

1. A "core" curriculum in the occupational cluster of his choice. This core curriculum will build upon the exploratory and entry-level skill development experiences at the junior high level and will provide higher levels of skill development when these skills are common to all the occupations in the cluster. Students preparing for job entry and students preparing for higher education would be enrolled in the cluster curriculum.
2. Basic subject matter areas such as language arts, social studies, mathematics, and science which are related to and which support the cluster core curriculum selected by the student. These basic subjects can be taught in such a way as to prepare many students not only for further formal education, but also for such jobs as tutors and teacher aides, as well as for employment in consumer services where one-to-one interpersonal relationships are important.
3. A choice of electives designed specifically for job preparation and/or a choice of electives designed specifically to prepare for entry into further education in an area of his choice. Elective subjects such as homemaking, industrial arts, distributive education, and vocational agriculture are already designed to provide some employment preparation. Other elective subjects such as band, journalism, drama, and art can also prepare students to enter the labor market as copy boys, entertainers, music librarians, set builders, and clerks. Courses not structured to include provision for marketable skill development should be carefully reexamined and redesigned by the staff.
4. Extracurricular activities, as was mentioned in the junior high section, can help meet explorative objectives and can help carry out preparation objectives in the high school. This area, like the other areas, should be examined and redesigned if necessary in order that this phase of school life can become a vital part of the overall career education program (Career Education: Description, 1971).

#### Cooperative Programs

For the rural school administrator who usually finds himself in an area with limited job placement stations for his students, the cooperative program is one solution to his problem. Cooperative programs shall be defined in this handbook as any work experience afforded the student, both in and outside the school facility. Staffing in a small school is one of the most important factors to consider. The person chosen to fulfill the role of teacher-coordinator must command the respect not only of his students but also of the people in the community whose cooperation he must have if the program is to succeed.

It will be the responsibility of the teacher-coordinator to provide the overall coordination of community and school resources. Another high priority responsibility for the teacher-coordinator will be that of trying to ensure that all aspects of the work experience facet of the career education curriculum are designed to meet the needs of the individual student within his district and that the program is not just picked up in toto from another district.

There are alternatives which could utilize available staff. To determine whether special certification is needed for the teacher-coordinator position, the state director of vocational education should be consulted.

If the school system includes a vocational teacher(s), one or more of them may be qualified to provide overall coordination of the cooperative program, since such individuals have the background in vocational education and many have had occupational experience. Also, if there should be a person on the staff who has the necessary qualifications and personal characteristics to fill such a position, most states have provisions for certifying classroom teachers as teacher-coordinators for such programs.

Once again the "shared" concept can be brought into use; two or more schools may share one teacher-coordinator. This approach has been used successfully when two small schools are located in proximity to each other and only a small number of students are involved.

To supplement the regular school staff, people within the local community can be utilized. Many employers, as well as employees, in the local community can be utilized effectively for instructional purposes. Although a person in this capacity cannot devote full time to this work, it is possible that, in conjunction with the school coordinator, he could serve as a valuable resource person.

One of the key factors in the work related area of the career education curriculum is the availability of local businesses that will make acceptable training stations. These stations should be chosen with care since they will provide on-the-job instruction, and the person with whom the student is working will be instructing and demonstrating those specific skills required within his business and for a particular job. An effort must be made to ensure that the people involved in work stations know exactly what is expected from them in relation to the total educational program of the student learner.

A major obstacle facing the rural school administrator is the fact that, in most cases, his school will be located in small communities with few work stations available. One of the prime responsibilities of the teacher-coordinator is that of locating and approving such stations. The teacher-coordinator should not overlook farms and ranches as training stations. Numerous occupational opportunities can be found in today's large farming enterprises. Many times, nonagricultural occupations such as mechanics and bookkeeping can be found. Other possible work stations are branch banks, fertilizer dealers, implement dealers, stock yards and feed pens, grain elevators, and general merchantile stores. The local county agent, since he is aware of activities in the area of agri-business, can be a source of employment information. Planners should not be misled by the name of the business. Within every modern business, there are opportunities for a wide variety of placement stations.

Well-planned patterns of scheduling employment are crucial in areas with limited placement opportunities (small communities) and are also basic to organizing a cooperative education program; the following options are suggested:

1. Traditional: Involves daily employment for the regular school year.
2. Variations:

- a. One semester of daily part-time employment.
- b. Summer full-time employment.
- c. Scheduled employment during peak economic activity in a given locality (e.g., to coincide with tourist season, harvesting, holidays).
- d. Daily employment accommodating two or more students (morning/afternoon, weekly, quarterly, or other schedule).
- e. Part-time employment, for two or three days.
- f. Placement of students in employment when they are ready or when jobs become available (each student, therefore, would have a different schedule for employment).
- g. Employment in neighboring communities.
- h. Replacement of students who withdraw from jobs when objectives have been achieved.

In those programs which rely on summer employment for student-learners, it may be feasible to enroll them in the regular school program during the school year and provide a cooperative education program during the summer months. A teacher-coordinator could be employed during the summer to provide systematic related instruction and also to coordinate and supervise the on-the-job training phase.

To provide on-the-job experiences for as many students as possible, alternating plans are encouraged. Alternating plans allow for a greater degree of flexibility and provide situations where more than one student-learner can be employed in the same training station (place of employment). Some possibilities are:

- 1. One student-learner might work in the morning and one student-learner might work in the afternoon.
- 2. On a rotating basis, one student-learner might work in the business for one week while his fellow student-learner is in the related classwork in school (this system could be operated on a daily, weekly, bi-weekly, monthly, quarterly, or other basis). Related classwork would be taught in such areas as the agriculture, commercial, or business departments.

If a particular school is located within a relatively short distance of several small communities, students might be placed for their occupational experience in businesses in each community.

A small community that affords extremely limited training possibilities could transport students to a larger city for on -the-job training. Such a program might be carried out most easily during summer months or during periods of peak employment, since these are the times when employers are seeking additional part-time employees. A plan of this type would mean employing the teacher-coordinator during the summer months and ensuring that transportation for the student-learners is available.

If students are transported to and from work, it might be best to hold the related classroom instruction in a business at or near the site of their employment. Some schools provide instruction on the buses which transport students (see section on existing programs; Cooperative Vocational Education, 1972).

The needed work experience can also be provided within the school system. Students can be utilized as teacher aides, janitors, grounds keepers, general office help, or cafeteria workers--if such employment would contribute to the students' career development needs. Many times such employment can be subsidized through government programs.

As another alternative, a school (or student body) could own and operate its own business. The business could provide students located in extremely small communities with a unique opportunity to gain valuable business experience and acquire insights into the functions and responsibilities in operating a business, as well as afford an additional source of income for student activities. Also, "dummy" businesses such as general retail stores could be established

in conjunction with distributive education classes. The same could hold true in many of the vocational areas. Such a "dummy" business could be a cooperative effort on the part of two or more school districts. A complete store could be duplicated in a mobile unit and scheduled from school to school. Once again resources and personnel could be shared. A number of such "dummy" businesses are already being conducted in Texas, New Mexico, and Arizona schools. A description of such courses can be found in the section discussing established programs.

The decision to make this type of cooperative education a part of the school curriculum is an important step. The following "School Administrator's Checklist" suggests some key considerations in making such a program operational:

- I. Steps in implementing cooperative vocational education in the local school.
  - A. Review the state requirements for vocational education program operation.
  - B. Request help in determining the need for a program from the vocational division of the state department of education.
  - C. Determine whether there will be enough interest in the program.
    1. Student interest survey
    2. Parent interest survey
    3. School board recommendations
    4. Guidance personnel recommendations
    5. Faculty recommendations
  - D. Make an occupational survey to determine the number and types of training stations available.
    1. Local sources of help in gathering data on occupational needs.
      - a. Advisory committee
      - b. Public employment services

- c. Chambers of commerce
  - d. Service clubs
  - e. Counselors
  - f. Surveys conducted as student class projects
2. Regional sources of help in gathering data on occupational needs.
- a. Area manpower planning committee
  - b. U.S. Census statistics
  - c. Labor groups
  - d. Research coordinating units
  - e. Trade associations
  - f. State department of education
- E. Determine by answering the following questions whether the co-operative education program will fit into the total school program.
- 1. Are there sufficient physical facilities, room, and equipment available?
  - 2. Can instructional materials be made available?
  - 3. Can the school meet the requirements of the state plan for reimbursement?
  - 4. Are instructional personnel available?
  - 5. Is the school near enough to the employment community so that students can reach training stations without undue difficulty?
  - 6. How many students are now working?
  - 7. What courses, if any, must be added for effective operation of the program?
  - 8. How can existing courses be utilized?
  - 9. Have key individuals among employer and employee organizations been contacted regarding the advisability of setting up the program? Has their cooperation for setting up the program been obtained?

## II. Steps in establishing cooperative vocational education.

### A. Install the program

1. Decide upon the type(s) of program(s) to be installed.
2. Devise a tentative written plan, including philosophy, objectives, policy formation, control, procedures, responsibilities of personnel, organizational structure and general supervision, broad advisory functions, and estimated total cost and budget.
3. Describe characteristics of student groups to be served.
4. Identify occupations for which training will be given.
5. Provide additional space, if necessary.
6. Plan the appointment of an advisory committee (the board of education may aid in the appointment of the advisory committee).
7. Continually publicize the progress during the program development stage.
8. Inform the faculty of the objectives of the program and proposed operational procedures.
9. Inform parents.

### B. Select and hire a teacher-coordinator.

1. Determine the number of part-time and/or full-time teacher-coordinators required.
2. Inform the teacher-training institutions and the state department of education of staffing needs.
3. Consider state requirements and essential personal characteristics when selecting a teacher-coordinator.
  - a. Does the candidate have the required professional and technical training for the particular program to be installed?
  - b. Does the candidate have a record of work experience other than in education?
  - c. Does the candidate have a deep interest in youth?
  - d. Does the candidate believe in the program and the need for it in the school and community?

- e. Will the candidate be respected as a teacher and a faculty member by the students and faculty?
  - f. Will the candidate be respected by members of the employment community?
  - g. Will the candidate be an active participant in school and community affairs?
  - h. Is there a teacher available in the system, or will an outside person be hired?
- C. Through the counseling services, identify and enroll students who would benefit from and be interested in the program (Cooperative Vocational Education, 1972).

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## CHAPTER III

## DISCOVERING RESOURCES FOR CAREER EDUCATION

Community-based experience can be defined broadly as any interaction between students and members of the community that provides students with insight into existing and future occupations. Past experience has shown that classroom curriculum alone does not provide students with this insight. Students are often unaware of the world of work and the relevance their present education has to their futures. Community-based experiences provide the opportunities for students to mix "real life" activities and classroom curriculum. Even the smallest community is full of resources (people, places, and things) that can broaden the students' understanding of themselves, their parents, school subject matter, and the community in general. It is a function of career education to broaden this sense of awareness and present opportunities to explore and prepare for the working world.

Career education needs to become more people-centered. Students need to see and hear for themselves what people do, not just what products they produce or the services they provide. They need to know why people are working at a particular job, how they got into that work, whether they are happy and if not, why not. Then students can incorporate what they have seen and heard with their own interests and get a feel for the kinds of things they might like to do. In order to gain this kind of knowledge, students must have contact with the working world. Community-based experiences don't mean continual trips to visit places. They don't even have to be class-organized activities. They can be the independent activity of a single student interested in a particular activity, pursuing it on his/her own, and sharing it with the rest of the class. They can be family experiences shared with the class, teacher experiences

shared with the class, or just about anything that helps students to realize that there is a world beyond the classroom and what that world is like.

Community-based experiences usually take two forms--those that are organized as class activities and those that are the independent choice of individual students. Students generally do not seem to be aware that what they are interested in and learn on their own is just (if not more) important than what they are taught in school. That is not accidental. For too long the concept of the classroom as "the" learning place has been fostered. One of the possibilities of community-based activities is that after students are involved in some experiences that they have helped to plan and organize, they will see the community as a learning center and begin to arrange their own community-based activities in areas that are of interest to them. Remember one thing: Community-based experiences are not only a cooperative effort between the community and the school; they are a cooperative effort between the teacher and the students. Activities that are planned by the teacher alone generally will not be as successful as those planned by both the teacher and students.

Four types of community-based experiences will be described: interviews, shadowing, field trips, and resource speakers. For the most part, these are all activities that involve the teacher, a single student, a group of students, or the entire class, parents, and the community.

#### Interviews

Having students interview members of the community is a very good introduction to the idea of the community as a classroom. Perhaps the best place to start would be to have students interview their own parents. It is amazing how few children really have any idea of what their parents jobs are. They may know the title of the job or the place of employment, but they have very little

knowledge of what their parents actually do and why. If one of the parents stays at home to manage the house, that parent also should be interviewed--not just as a matter of courtesy--there are many aspects of home management that parallel the world of work on a smaller scale. Students would find out not only what their parents do but how they feel about it, and the sharing between parents and students would be good for both.

Some type of standard interview form can be developed by the class. This will insure that the students are all asking the same kinds of questions. The students should be encouraged to interview their parents separately since they are now dealing with their parents as individual workers. The interviews can be shared with the rest of the class, and individual and class reactions can be discussed. Students should evaluate how successful and interesting the interviewing activity was. Perhaps it will lead to a decision to invite some of the parents to come to the class as a resource speaker. Following the interviewing of parents, students may wish to interview other members of the community who hold different jobs or even the same jobs their parents hold to see how other people feel about the same job and why.

### Shadowing

"Shadowing" is one of the most self-explanatory concepts in career education. It also is one of the most valuable experiences a student can have. The intimate, one-to-one aspect of a student spending a day with a worker at work provides a first-hand look at a specific job. The shadowing experience can present the student with the opportunity to get a closer look at a job in which he/she is interested or to step outside of any still existing roles and find out about jobs that previously have been a taboo--a girl may decide to spend a

day with a mechanic and a boy with a dental hygienist. But few boys or girls will choose to shadow a worker in a non-traditional occupation unless the program is handled in a manner that makes it acceptable for them to do so.

Designing a shadowing program is not difficult, but to be successful it must be an organized and cooperative venture among the teacher, students, parents, and the community. Students should not be assigned to an area of work in which they have no interest. There are, of course, limits, but on the whole the choice of the occupation to be shadowed should be the decision of the student after he/she has explored some areas of interest and based upon the available opportunities within the community. Teachers and parents can provide needed assistance by suggesting a broad range of occupations the student might explore.

Contacts within the community can be made in different ways. Employers throughout the community (including government agencies, business, industry, merchants, restaurants, hotels, other service-providing organizations, etc.) can be surveyed as to their willingness to have students visit their establishments and provide lists of jobs in which a student could shadow a worker. Students could then choose from the list of available opportunities. An alternative method might see the student exploring areas of his/her interest and selecting an establishment to visit. The student should be encouraged to select more than one establishment in case an opportunity is not available at his/her first choice. The selections of the students can be combined and the employers contacted.

Selection of a day for the shadowing experience should be decided well in advance. Depending upon class schedules and school requirements, one day can be chosen for all students to go into the community or several days may be

chosen to accommodate smaller groups of students as well as the schedules of the employers. An effort should be made to make the correct and desired student-occupation match even if it means an exception to the general rule.

Regardless of whether students go out on the same day, in small groups on several days, or individually throughout the length of the term, the shadowing experience should consist of a full working day. The student will get a much better feel for a job if he/she observes all time requirements and all the possible occurrences of a day on the job. Shadowing is definitely a learning experience, not merely a sight-seeing tour.

Students must be prepared prior to the shadowing day. The class can develop a standard list of questions to be answered as well as adding any of their own choice. Below are some examples of questions that can be included on the standard list.

1. Name of the company and the person contacted
2. Name of the job shadowed
3. Daily hours of employment
4. How the person got into this type of work
5. Whether the worker likes the job
6. What the worker likes and dislikes about the job
7. Job requirements
  - a. educational
  - b. special skills
  - c. minimum age
  - d. licensing procedures
  - e. special attitudes or personality traits

8. Weekly work schedule
  - a. varied shifts
  - b. overtime
9. Starting salary
  - a. schedule and method of payment
  - b. overtime payment
10. Benefits
  - a. vacation
  - b. retirement plan
  - c. insurance plans
  - d. sick leave
  - e. personal leave
  - f. educational assistance
11. Promotional opportunities and methods
12. Is there a union
  - a. which one
  - b. amount of dues
13. How to apply for a job (bring back an application if possible)

These are only suggestions. The real list should be developed by the class.

Special attention should be given to how the worker feels about working at this job as compared to other jobs he/she may have had. Interaction between students and workers, especially in this one-to-one setting, provides the student with an opportunity to ask just as many questions about the why of working as the what and where. Also to be developed by the class is an evaluation form for the shadowing experience. Again, a standard form will prove useful in recording the students' reactions to different jobs, but ample space should be provided

to record individual reactions to specific jobs. As important as the evaluation of the experiences is the need to personally thank each place of employment and the person shadowed. A specific, short term deadline should be established for each student to send a letter of appreciation.

Teachers planning to involve their classes in shadowing experiences should be sure to check all regulations regarding clearance with the school administration, parental permission forms, liability, insurance, etc. When conducted with foresight, shadowing presents students with a unique opportunity.

### Field Trips

Field trips use the community as a classroom. Where shadowing presents a one-to-one interaction between a student and a worker; a field trip provides a focused learning activity for an entire class or a portion of the class--students, teacher(s), and parents. Visiting a site and observing the various jobs provide a first-hand look at an occupational area. The reactions and observations of each participant in the trip will be different and can lead to an indepth exploration of a particular field of work. The trip should focus on the workers--their reasons for holding that job, what they like and dislike about the job--not only the products they produce. A field trip can be used as either an introduction to a unit of study or as the culmination of such a unit. Whenever the trip is planned, it should be conducted in a manner that will give added meaning and clarity to the classroom curriculum. Here too, a field trip is more than a class outing.

Planning is a must for the success of the field trip. A site must be selected and a date chosen. This should definitely be a cooperative effort between teacher and students. They can research possible sites and decide if the trip would be more useful as an introduction to an area of study or as the

final chapter. A field trip that is totally arranged by a teacher will be the teacher's field trip and not that of an entire class. The trip will be a learning experience for all, and students should be involved in as much of the deciding, planning, and arranging as possible.

Once the where and when decisions have been attended to, there are administrative requirements to meet. Teachers need to be aware of the particular school's or school district's regulations. Generally, there are forms to notify the administration about the purpose of the trip, the place, date and time, length of time spent away from school, and cost and method of transportation. Depending upon the location of the trip and the policy of the school district, school buses may be used, parents enlisted to drive groups of students, or a bus chartered. Insurance and liability coverage is a definite consideration for any means of transportation. Also, parental permission forms must be signed and kept on file. It is important that all administrative details be settled before the field trip is conducted.

Now that duty has been served and permission received, the field trip site can be contacted and arrangements finalized. It is an excellent idea for the teacher and/or a student committee to make a pre-field trip visit to the site. The class can prepare in advance a list of questions to be answered. This will acquaint the site guide with the students' interests. The guide can answer these questions in the normal course of the tour, and thus allow more time for the students' on-the-spot questions. This list of questions can be similar to the questions provided in the section on shadowing, but it should be broadened to cover the requirements, benefits, etc. of an entire organization as opposed to a specific job. Encourage the guide to present a total picture of the organization and not just the advantages.

Class preparation for the field trip is essential for the success of the learning experience. Students should do as much research as possible on the area of study as well as the field trip site. The class should develop objectives for the trip and discuss expectations. After the trip, the class can decide if these were met. The arrangements for the trip, including date and time, should be thoroughly discussed and students made aware of any possible rules of safety or regulations of the site to be visited. Ground rules should be discussed and set for the trip with respect to conduct. Students can be assigned special tasks such as taking photographs, making tape recordings, etc. These preparations should be made well in advance so that the trip will run smoothly. Try to keep the trip fun.

At the field trip site, move in small groups whenever possible. If more than one guide is available, divide the group and go in different directions. Smaller groups will allow for better student observations and questions. Perhaps as part of the class preparation, notebooks can be developed. Such booklets could contain the agenda for the trip, objectives and expectations, points of interest at the field trip site, and space for notetaking during the tour.

Followup and evaluation of the trip will round out the field trip experience. Several new areas of interest may emerge that are relevant to the course of study. Students need the chance to discuss their reactions and decide if the trip met with their objectives and expectations. If the trip occurs at the beginning of a unit of study, the students' experiences can help the teacher decide how to approach the unit. If the trip occurs at the end of a unit, it can serve as a summation and point to new directions for exploration. A student evaluation form, with sufficient space for individual comments, reactions, and suggestions will provide insight as to the trip's success. An evaluation form

can also be designed for the field trip guide. His/her reactions to the students, their questions, the amount and type of information he/she feels the students received, and his/her reactions to the value of the visit.

The organization visited should be sent letters of appreciation, both from the class as a whole and the teacher. Any projects which the students develop as a result of the trip can be sent to the organization for possible display. Not only will such displays provide the organization with public relations materials, but the workers at the site will get as much enjoyment from seeing them as the students got from doing them.

#### Community Resource Speakers

The final form of community-based experiences to be discussed is the use of community resource speakers. Because career education takes on more meaning and relevance when students are in contact with actual workers, resource speakers should become an integral part of career education programs. As with all community-based activities, sufficient planning is important to the success of the learning experience.

Teachers may wonder just how often to use a resource speaker. Or they may wonder that with time given to shadowing experiences, field trips, and resource speakers there will be no time left for teaching. But the use of these different activities is teaching. It is students learning on their own or from someone other than the classroom teacher in areas that are of specific interest to them. These experiences bring the subject fields of math, science, history, language arts, music, physical education, etc. to life and actually demonstrate to the student the need for knowledge in these areas. Therefore, resource speakers should be used as often as is necessary to help clarify a field of study, make it more relevant, or add a fresh approach to the usual subject

matter. Student contact with workers in the community will reinforce the idea that education and the development of skills is important for every job as well as acquaint students with what the structure of work is like and what workers feel is good about it and what needs to be changed.

Resource speakers will need to be identified and literally no one should be overlooked. Again, cooperation between the teacher and students is a must. The imagination of the students should be stirred so that they will see that everyone with whom they come into contact is a potential resource speaker. Survey forms can be designed and sent to parents or based on the interviews the students conducted with their parents, the class may wish to invite some of them without conducting a survey. All of the workers that provide services to the school and whom the students see everyday can be considered. Friends of the students or their families, friends of the teacher, workers at the local bank, factories, businesses, government agencies, utility companies, television and radio stations, all of these can provide potential resource speakers. The list is endless. A good example might be a telephone operator--students speak with telephone operators all of the time, but they never see each other. And by all means, do not forget senior citizens. They can offer students a perspective on working from job entry through retirement. The students can offer them the chance to be active. Perhaps at the beginning of the term the class can establish a tentative list of speakers. As interests deepen or change, the list can be revised. Always be sure to allow for change and spontaneity in the choice of speakers.

After speakers have been identified, the class should decide just what it would like to know. A list of questions concerning the kind of work, the reason for working, the amount of satisfaction, likes and dislikes, benefits, hours, skills and education required, etc. should be developed. This list can

be given to the speaker in advance as a preparation. The teacher or a group of students may wish to meet with the speaker in advance. The speaker should be encouraged to give a total picture of his/her job. This should include how he/she feels about the kind of work they do, the place where they work, the reasons why they may stay at a job when they would rather do something else, the advantages and disadvantages they encounter. In other words, the worker should not merely describe the place where he/she works or the products produced or services. It should be approached from a personal "people oriented" point of view. The speaker should bring along any type of tools or clothing that are necessary for the job. This includes not only the obvious things such as welding masks or engraver's tools but employment forms for someone working in a personnel department or sample ledgers used by bookkeepers.

In order to be of maximum benefit to the students, classes should not be combined. Dealing with a large number of students will turn what should be an intimate conversation about the job into a speech. That must be avoided. The resource speaker must understand that only half of his/her time is to be given to describing the job and his/her feelings about it. The rest of the time should be devoted to questions that students have. The experience should be very much an interaction between the speaker and the students, with the teacher taking a passive role.

Followup, evaluation, and an expression of appreciation are important. The use of a resource speaker may be very much like the use of field trips. He/she may help to introduce an area of study, bring it to a close, or clarify it along the way. Listening to such a speaker will give both the teacher and students new ideas for redirecting the area of study, branching out into new areas, or reexamining what has been learned. The students can develop an

evaluation form to rate the different speakers and the speakers can rate the students as well. At the end of a term, all of the speakers can be compared and decisions made about which ones were the most interesting, useful, and helpful and why. The students should also develop a letter of appreciation to be sent to each resource speaker.

Many schools are now building resource files in connection with career education programs. Resource speakers who were considered helpful should be added to the file. However, a particular individual should not be overtaxed. There is a broad range of both occupations and individuals who can provide insight and help to students as they explore the world of careers.

#### GUIDELINES FOR THE SELECTION OF CAREER EDUCATION MATERIALS

The most important point to remember in selecting career education materials is that these materials will have a major effect on the students. They are the ultimate consumers. Whether the materials have positive or negative effects, one thing is certain: the effects will be far-reaching and influence the students' attitudes toward themselves, other people, education, and the world of work. Selecting the "right" materials for a career education program is important.

The process of selecting materials varies from school to school or district to district. Administrators generally are concerned with selecting materials that will suit an entire career education program which encompasses several grade levels. Individual teachers are concerned with selecting materials for a particular class. Teachers usually are consulted in the selection process, but sometimes they are not. Whether the process is one of cooperation between administrators and teachers or an independent activity of either group, certain precautions must be taken to insure that the materials have the proper "fit."

This section presents some guidelines and checklists to assist both administrators and teachers in the selection of career education materials and some hints for teachers on how to handle materials that are biased.

The two most necessary considerations in the selection process are the appropriateness of the materials with respect to the students who will use them and the presence of bias towards individuals or groups with respect to race, sex, age, or exceptionality. There are other factors that will need to be considered, such as the lifespan of the materials (will they become outdated in a short period of time) and the financial aspects (is the cost of the materials within the budget), but the overriding concerns should be appropriateness and lack of bias.

Career education materials are appropriate when they match the needs of the students. Several criteria can be applied to gauge the effect the materials will have on students: (1) does the age and developmental level of the students correspond to the intended age and developmental level of the materials, (2) does the content of the materials reflect the planned goals and objectives of the career education program or of a particular class, (3) are the materials dated or is the information current and, therefore, more useful and interesting to the students, (4) is the information provided accurate and thorough in its presentation, and (5) what is the format of the chosen materials, is there a sufficient mix of printed and audiovisual materials.

Materials that do not match the developmental level of the students will be boring; either they will be too advanced or too simplistic. Such materials will not appeal to the students and will be ineffective. Goals and objectives for an entire career education program or an individual class are decided in advance, and these goals can serve as a guide in the selection of the content

and format of the materials. Printed texts are important, but the use of films, slides, filmstrips, tapes, and other audiovisuals often are more efficient and effective methods of demonstrating a point and stimulating the interest of the students. Regardless of the format, if the materials do not accurately and thoroughly treat a topic, they will be misleading to the students and defeat the objectives of the program. Below is a checklist that will be helpful in judging the appropriateness of the match between materials and the students.

1. Are the materials appropriate to the age of the students?
2. Are the materials appropriate to the developmental level of the students?
3. Is the content of the materials accurate?
4. Is the coverage of the topic thorough?
5. Is the content of the materials current or dated?
6. Will the materials appeal to the students interests?
7. Does the content reflect planned goals and objectives?
8. What is the format of the materials?
9. Are the graphics attractive?
10. Is the language uncluttered, clear, and appropriate to the students understanding?
11. Is there a mix between printed materials and audiovisuals?
12. What will the lifespan of the materials be?
13. What is the cost of the materials?
14. What will be the advantages and disadvantages of using these materials?
15. What types of equipment will be necessary for use with these materials?
16. Are the materials designed for use by individual students, groups of students, or both?
17. Are the materials designed to be used easily by the students?

18. Are the suggested teaching techniques clearly identified and defined?
19. Are there evaluation materials or methods included in the materials?
20. Is there evidence that the materials have been used successfully elsewhere?

Equally as important as the appropriateness of the materials is the presence of bias. Biases of one sort or another would seem to be easily detected; but they can be very subtle. When such subtleties go undetected, they can influence the attitudes of the students. Materials should be checked thoroughly for the presence of stereotypic behavior for any individual or group as portrayed in either language or graphics. Indicators include: (1) racial minorities presented in lower paying, status, and responsibility occupations, (2) males and females represented in common "leader-helper," "stronger-weaker," "competent-incompetent" roles, (3) representation of only the physically handicapped and then only in isolated and helpless roles, and (4) representation of older people as helpless, incapable, or ineffective.

It may seem that the examination of materials for bias has been carried too far. A simple 10-minute film or a 50-page student guide could not possibly contain that many biases, but they can. Materials are all developed by people, and people suffer from the effects of bias. No matter how unaware the developer may be of his/her biases, they have a way of creeping in. It is not suggested that materials be examined to see that all former roles are now reversed, but that all individuals and groups be treated as having worth, uniqueness, and capabilities and not treat some as more worthy than others. Therefore, let the buyer beware--not only of the developer's bias but of his/her own.

Following is a checklist that will be useful in gaging the presence of bias in materials.

1. What are your biases and how will they effect your evaluation of the materials?
2. Do the materials contain language that is racist or biased against ethnic groups?
3. Are races or ethnic groups presented in stereotypic roles or occupations, menial or serving tasks, or as incompetent or confused?
4. Do the graphics support the ideas presented in 3 above?
5. Do the graphics present the current styles of dress of races and ethnic groups?
6. How is the language and behavior of races and ethnic groups handled--are there any indications of inadequacy?
7. How are older people depicted--are they competent or helpless?
8. Do the materials represent people who are exceptional?
9. Are people with exceptionalities limited to the physically handicapped? \*
10. Do the materials include such exceptionalities as giftedness, behavioral problems, hearing impairments, learning disabilities, mental retardation, multiple handicaps, neurological problems, physical handicaps, and serious emotional problems?
11. How are people with exceptionalities depicted--as active and involved with others or isolated and helpless?
12. Do the materials represent any form of tokenism with respect to age, race, sex, or exceptionality?
13. Are the materials free from value judgments in language and graphics with respect to all individuals and groups?
14. Is the worth and uniqueness of all people emphasized rather than the differences that exist?

There will be times when materials that are already in use will be discovered to contain bias. Such a discovery, either by the teacher or the students, should not be ignored. The class should discuss its existence and possible effects on learning. It is through awareness and understanding that bias will disappear. Hiding from its existence will have negative effects on the students' attitudes toward themselves, others, education, and work.